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ABSTRACT

Current delivery systems for vocational education and their implications for the future is the topic of presentations included in this report of an EPDA (Educational Professions Development Act) leadership development seminar. Major contents are an evaluation summary, texts of the three major speeches, and outlines of afternoon interaction sessions designed for maximum involvement of EPDA awardees attending. Major speeches are "Present and Future Challenges in Leadership in Vocational Education," by Gene Bottoms; "Youth Employment Act," by Robert Taggart; and "What to Look for in a Good Graduate School," by Henry Brickell. Topics of the interactive sessions outlined include (1) eradication of sex bias and stereotyping in vocational education programs; (2) legislative impact on guidance and counseling; (3) sociological influences on vocational education; (4) emerging evaluation systems; (5) vocational education delivery systems of the future; (6) cooperative education: the emerging bridge between education and work; and (7) political influences on vocational education and the practitioner's response to them. (LRA)

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NATIONAL EPD 552 LEADERSHIP DEVELOPMENT SEMINAR PROCEEDINGS

"CHALLENGES IN LEADERSHIP IN VOCATIONAL EDUCATION"

December 2, 1977
Atlantic City, New Jersey

CE 022 376

Supported by the Education Professions Development Act
Part F, Section 552

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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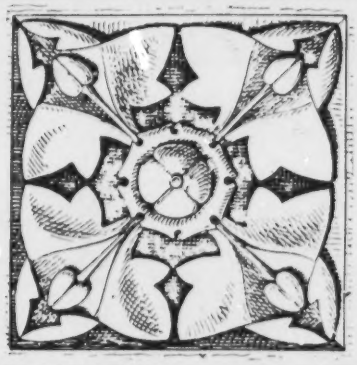

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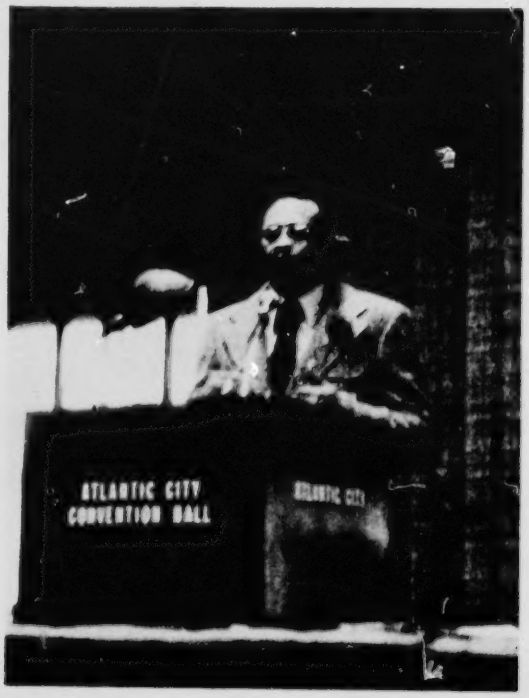
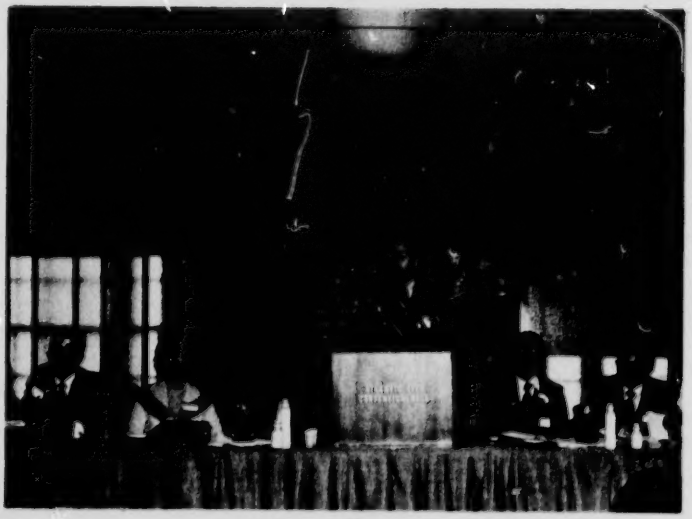


Mr. Reginald Petty

Dr. Mel Barlow



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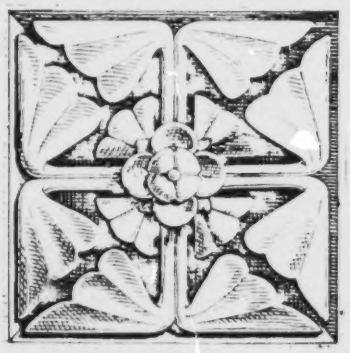


foreword

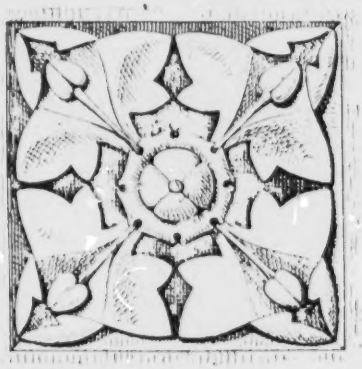
This is the final report of the National 552 Leadership Development Seminar held in Atlantic City, New Jersey on December 2, 1977. The Seminar was conducted as part of the national project for leadership development and advanced training in vocational education, supported by the provisions of the Education Professions Development Act, Part F, Section 552.

The Seminar was planned and organized by an Ad Hoc Steering Committee consisting of EPD awardees, EPD project directors, and members of the national project staff. Entitled "The Dynamics of Our Cosmic Clientele", the Seminar was organized to provide presentations and discussions emphasizing current delivery systems for vocational education and their implications for the future relative to the needs of all people. Additional goals of the Seminar were to provide involvement and interaction of EPD fellows with emphasis on self-fulfillment and group dynamics.

Included in this report are the major seminar presentations, a summation of the panel discussion, and outlines of the afternoon interaction sessions. This report was assembled, designed, and edited by the UCLA-EPDA fellowship group. Printing was administered by the national project staff.

Kevin F. Mulcahy
UCLA-EPDA Student Coordinator
Member of the National EPDA
Ad Hoc Steering Committee

Evaluation Summary



The 1977 National EPDA 552 Seminar was held in the Atlantic City Convention Hall, Atlantic City, New Jersey on December 2. The Seminar was organized under the leadership of Dale Cummings, National Seminar Chairperson, and members of the Ad Hoc Steering Committee: Charles Harwick, Nancy Evans, Julie Barrier O'Grady, Kevin Mulcahy, Dennis Tesolowski, Oscar Ingram, and Jerry Moorman.

Also instrumental in planning and conducting the Seminar were: Dr. Dolores Robinson, Frank Perazzoli, Katy Greenwood, Dr. Donald Maley, Dr. Robert Gades, Dr. Lloyd Wiggins, and Dr. Gordon Swanson.

The Seminar theme, "Dynamics of Our Cosmic Clientele," was presented in a program consisting of a morning keynote address to the general body followed by a panel discussion presented by authorities in the field of vocational education.

Provision was made for the EPD Awardees to discuss the subject matter and interact with the panel.

Following a luncheon and a second keynote address, the Awardees took part in individual seminars, selecting the sessions in which they had a particular interest.

A third keynote address followed by summary remarks and a reception for the EPD Awardees and guests concluded the Seminar.

Interaction and involvement of Awardees throughout the program was a central goal of the Seminar planners. For those who participated as chairpersons, presenters, recorders, and evaluators, the level of involvement was increased.

The overall objectives of the Seminar were: (1) to provide presentations and discussions emphasizing current delivery systems and their implications

for the future relative to the needs of all people, (2) involvement of EPD Awardees, and (3) interaction of EPD Awardees. Suggestions given to the evaluators prior to the Seminar included:

1. Evaluation should be conducted in light of the three stated objectives of the Seminar.
2. Evaluation should be more summative than formative, with little attention to logistical details.

Open-ended forms were devised for use by Awardees in evaluating the keynote speakers, panel discussion-reaction session, and individual seminars.

Seminar Evaluation Results

Relating to objective (1): "The provision of presentations and discussions with emphasis on current delivery systems and their implications for the future relative to the needs of all people," an analysis of the forms revealed the following:

Morning Keynote Address

Dynamic and thought-provoking ideas were presented. Present and future challenges for leadership in vocational education were discussed.

Noon Keynote Address

A factual and well received presentation outlining the history of youth employment and training was delivered, emphasizing the new Youth Employment Demonstration Act.

Afternoon Keynote Address

This was a stimulating presentation that encouraged Awardees and others in attendance to reassess the present delivery systems for vocational education.

Panel Discussion-Reaction Session

The panel discussion resulted in increased awareness of and interest in the topic. Several pertinent questions were directed to the panel members during the reaction session.

Individual Seminars

A majority of Awardees indicated that they were pleased with what occurred during the sessions they attended. Comments such as "very informative," "well planned," and "knowledgeable speakers" were frequent. The most consistent criticism was lack of time to deal with the topics in depth.

Relating to objective (2): "Involvement of EPD Awardees," an analysis of the forms revealed the following:

Morning, Noon and Afternoon Keynote Addresses

All Awardees were involved in listening to the presentations. The introduction of speakers, tape recording of speeches, and evaluation were conducted by Awardees.

Panel Discussion-Reaction Session

All Awardees were involved in listening to the panel and the small group interactions that followed. Several Awardees served as chairpersons and note-takers for their groups. Other Awardees presented questions to the panel members.

Individual Seminars

Awardees were involved as chairpersons, presenters, assistants to presenters, recorders, and evaluators. Many of the Awardees attended more than one session.

Relating to objective (3): "Interaction of EPD Awardees," an analysis of the forms revealed the following:

Morning, Noon and Afternoon Keynote Addresses

There was little interaction during the keynote addresses due to the nature of the presentation. Interaction was excellent during the luncheon, prior to the noon keynote address. Awardees were observed discussing major points after each keynote address.

Panel Discussion-Reaction Session

Very little interaction occurred during the panel discussion. However, Awardees made up for the lost time after they were permitted to break up into small groups. The questions formulated by these groups and proposed to the panel provided evidence of extensive interaction within the small discussion groups.

Individual Seminars

A majority of evaluators reported intense interaction as Awardees exchanged ideas and asked questions. Lack of time was a universal problem.

INDIVIDUAL ASSESSMENTS

Each Awardee in attendance was given an opportunity to evaluate the Seminar. Awardees were asked to respond to the following statements:

	Awardee Average
1. I rate the extent of my interest in the subject matter of this Seminar before attending	3.8
2. I rate the overall Seminar program	4.2
3. I rate the value received from this Seminar	4.2
4. I rate the extent of my interest in the subject matter of this Seminar <u>at this time</u>, now that I have completed the Seminar	4.5

Note: Rating Scale = 1 (very low) - 5 (very high)

In conclusion, an evaluation of the 1977 National EPDA Seminar based on the three stated objectives revealed a well planned and executed Seminar that met all three objectives.

Present and Future Challenges in Leadership in Vocational Education

Gene Bottoms,
Executive Director, AVA

PRESENT AND FUTURE CHALLENGES IN LEADERSHIP IN VOCATIONAL EDUCATION

Gene Bottoms

I really appreciate the opportunity to be here today, and to talk with you. It is a great day because the sun is shining, the airport, I hope, will remain open, and we'll get some limousine drivers who have had vocational education, and we'll get a new spirit of humanism.

I have seven challenges that I want to share with you. That is two more than I can remember, so I want you to try to reduce that seven to five in the next few minutes.

I think the over-riding challenge that will face Congress by the end of March, (the over-riding challenge that we're going to have now and in the future), is to grasp the potential that we have to better serve the people of this nation. At no time in the history of this nation have the needs for vocational education been greater. The challenge will be whether or not we live up to the potential that exists.

In considering future challenges in leadership, I think it's useful to think about leadership in three dimensions. First, a directional sense of leadership. As leaders, we continually take stock of and have the capacity to do so, where we are currently, begin to look at where we ought to be at some point in the future, and articulate that future destination.

Secondly, Ralph Tyler said that a great characteristic of a leader is to have the energy and the capacity to know where we will be ten years from now, and to be able to make small decisions this week that gradually move you along the way.

The third dimension of leadership is the capacity to create a climate which allows both those who must set policies for youth and those who are going to make you look at implementing those policies, to continue to have the kind of stimulation that allows them to grow toward your dreams.

I submit to you that the first challenge is to have leaders in vocational education who meet these concepts of leadership.

My second challenge to you as you are moving out to take the leadership roles, is to re-arouse among vocational educators a sense of professionalism. When you go through a great period of growth, you tend to lose that. By professionalism, I mean those qualities that increase the vocational educator's capacity to give, and to grow, in serving the people of this nation.

Let me share with you a few concepts that I think we must consider. You must create a heightened awareness among all professionals of the purposes of their professional association. Not just of the national association, but of the state and local associations of vocational educators. They must be encouraged to become active participants so that our capacity to serve people will be increased.

We must also clarify the meaning of "quality" in terms of professionalism. I'm pleased to say to you that I think the AVA Board of Directors made a step forward. Yesterday they approved a proposal to underwrite the initiation of an effort to develop program standards for vocational education. If you are truly a professional, you have to deal with standards of quality. The uniqueness of this effort will be that these standards of quality will grow out of the purposes and aims of vocational education, the goals we serve, and the consumers of the goals we serve in business, industry, and agriculture. I think this is a great step forward, and clearly puts this profession out front in saying that we stand for "quality."

Our focus on quality should be to help each student decide on his or her career goals, then to assist them in acquiring the knowledge, skills, and attitudes needed to achieve those ends. This notion of quality has to be dealt with in the context of current job opportunities and economic projections. Our sense of quality is not just based on providing the opportunity to serve; it is more a kind of persistence, a kind of hope, that allows every vocational educator to go the extra mile time and time again with the student, until some of our hard-to-reach students begin to see in themselves the potential that you and I already recognize. Performance standards, rather than time standards, must become the ultimate criterion.

It seems to me that another dimension of this new sense of professionalism has to be a climate that allows for continued renewal and growth on the part of every vocational educator. As a leader, that should be one of your major challenges - the challenge to provide a climate that allows the vocational teacher, and others, to re-examine how they can be more effective, and to develop new insights on how to improve. This can best be done by continuing to bring the vocational teacher into contact with new situations -- with employers, with new knowledge, and with new experiences. To arouse a greater sense of professionalism, we must make sure that vocational teachers, those who come directly from our teacher education programs as well as those who come from industry, are familiar with the issues in this nation that either are affecting or will affect, this field.

Here, I think it's important that we develop the structure within the profession to allow every vocational teacher and every vocational educator -- all 300,000 -- to understand the issues affecting this field, to understand the national problems, and to understand how we can contribute to the solution of those national, state, and local problems. Why? Because if they understand the problems they will be better teachers. And today, when you have a membership of 55,000 out of 300,000 vocational teachers in this country, we have many teachers who are teaching in isolation, unable to make connections between what they're doing and the national and state issues.

Also, as part of a sense of professionalism, we must continue to recognize those who are being served and what the results are, and at the same time look around for those who are not serving, and talk about what we can do for them.

It seems to me that we must shift the question in this profession from "What is AVA doing for me?" to "What am I doing through my profession to increase the capacity of myself and my peers to better serve the citizens of this nation?" That's the new spirit of professionalism we must talk more about, because the AVA is US.

The third challenge to leadership is to plan for and create programs for the future, to meet changing and emerging needs of youth and adults. Our job is not to assign blame to what is, or what has not been, but to build for what ought to be. In order to plan for and to create vocational programs, there are several elements to which we need to give consideration.

First, we need future scholars in vocational education. We must be willing to invest more dollars in those persons who are spending their time and energy in looking at the array of social, political, economic, and technological changes occurring in this country, and those changes likely to occur down the road, and to look at and interpret the meaning this has for vocational education, and the meaning it has for changes in our programs.

We must be willing to use the problem-solving approach in planning for the future. We must face up to the questions: Who should we be serving ten years from now? What will their needs be? Through what kinds of patterns can these needs most appropriately be met? Where are we today in terms of meeting these anticipated needs? What are the major gaps? What are the barriers? What are the appropriate alternatives we ought to be considering? We must be willing to spend more time in looking at the forces that shape the future. Current demographic data indicate that we will have 3 million fewer students in American secondary schools in 1985, a drop from 15 to 12 million. According to the U.S. Office of Education reports, we have nine million secondary students enrolled in vocational education, due to the great birth rate increase between 1946 and 1961. By 1985, those youth are going to be moving on into their thirties and early forties. What implications will that have?

While most of us have decreased the number of children we have, the poor of this country have not. Children of the poor make up 18% of the enrollment in American secondary schools. It is projected that by the late 1980's the children of the poor will make up 30% of American secondary school enrollments. We're not asking the question, "At what point in time will the cost of energy become so great that we may return to the use of people power?" I do not know if that is the appropriate question, but it seems to me it's the kind of question we have to ask.

To create the future, we want vocational leaders who have time to begin to look at what ought to be. I remember someone saying to me about twenty years ago, "You should carry in your pocket a skeleton plan of what you want the program to become, and every chance you have, be prepared to pull it out and discuss it. If you get on a job, and within 12 months you do not have such a plan, you're not a leader."

We also must be willing to respond to national legislation and to national problems. In the last two months, we have been discussing certain national problems, yet we are not now at the tables discussing those problems. We do not have any research on the problems. We do not have people spending their time on these problems.

Vocational education and the restoration of vitality to the inner city: What role can we play? What role can we play in the economic development of depressed areas, welfare reform, and the notion of full employment which is now being discussed? We are not at those tables right now. I challenge some of you who look at career opportunities for yourselves to consider these kinds of roles.

The fourth challenge of leadership is the ability to recognize the components of successful programs; that is, the ability to use those elements in a variety of patterns to fit a given situation. That means the ability to grasp the great diversity necessary in vocational education. Certain assumptions between agriculture and T & I are different, and the instructional programs are based on some different premises. Part of the strength of vocational education associations should be diversity of thought. As leaders, you must recognize that diversity of thought is an absolute necessity in planning for the needs of new groups.

We know the elements that make up effective vocational programs. You must have students, staff, a curriculum, instructional media, and management. You must have a financial base, community and home linkage, and a facility in that community. We can begin to research and define standards that must be present in order to increase the probability of producing students who will have an advantage in the labor market over folks who are not enrolled in vocational education.

We're often accused of being able to assemble the elements that make for a successful program in only one way. I've been reading the U.S. Office of Education Policy Statement on "Education and Work." It concludes that we can only put a program together on a 50-acre plot of ground that has a building on it. They conclude that vocational education can only produce a vocational program in relation to the size of the physical facilities. It seems to me that there are many combinations of elements that make for success in vocational education. The potential for creating a variety of instructional

patterns should exist within the program. You must know enough about elements that create success to be able to put them together in a variety of patterns which more effectively meet the needs of the new populations that we're going to have to serve.

Toward this, there may very well be a need to talk about some new kind of expertise in vocational education. I'm not talking about a proposal writer. I am talking about a kind of person who knows what makes a quality program very well grounded in the fundamentals of learning or the kind of person who can serve as an architect and begin to put the programs together. It will be increasingly necessary for leadership at the local level to take a role in putting the kinds of programs together.

We've seen some of the flexibility needed in a cooperative program designed for 11th grade students. When you start talking about designing your cooperative program for 16-year-olds that are in the ninth grade, you may have to change some elements of that program. You may have to put it together in a different category.

If you talk about a cooperative program similar to those developed in Texas for students who have already dropped out, it will be necessary to put it together in a different pattern from a traditional cooperative education program.

If you're located in a community with 20 percent unemployment and you have an administrator who wants to expand and locate a new plant which will employ 200 workers in that community, you, as the director of vocational education, cannot insist that they be trained on the community college campus, or that they enroll in your two-year program. You've got to be willing to pick up your "goodies," go out and sit down in their facilities, and, in one week, design a four-week program to train those folks to go to work in that new plant. That's the kind of flexibility that you're going to have to be able to create.

It is necessary in leadership for vocational education to recognize that we need to develop more expertise. I've mentioned the development of future scholars. We need to invest more money to develop those folks who spend their time in asking and pursuing questions that will improve our programs. One of our greatest assets in vocational education has been our practicality. But in any strength there is also a weakness. Sometimes we

want everything to be practical, and we only invest our money in the practical things. We need to invest our money into some risk things, and begin to probe into the future and to explore various alternatives.

As you move into leadership roles, some of you will be state directors and some will be directors of RCU's. I challenge you to be willing to invest some of your recources into some risk capital--to look into the programs necessary further on down the road.

The sixth challenge is to develop our capacity to create different delivery systems. In retrospect, we've had tunnel vision. We've assumed that all of vocational education, for mythical reasons, is linked only to the vocational legislation. Increasingly, you're seeing that we have two definitions of vocational education. We have one defined by the federal legislation and one defined by our state appropriations. You'll recognize some different purposes to these if you begin to examine from state to state in relation to each state's laws. We must not limit our definition to the federal legislation. We must develop our capacity to relate to several different delivery and funding systems.

In reading a report prepared by the American Association of Junior and Community Colleges, I found they discovered that college presidents who can answer certain questions about CETA and its functions, and identify and name people serving on the local prime sponsor board were receiving significantly more dollars from CETA than those community college presidents who couldn't answer certain questions about CETA. Knowledge does not necessarily produce action, but little action is likely to occur when ignorance prevails. Get to know the people that work in every aspect of your community. This is the kind of task I've laid out for myself for the next year: to get to know those people in Commerce, HUD, Labor, the Appalachia Regional Commission, and in the Department of Agriculture, and to become aware of those programs taking place which we should be relating to.

You have a similar challenge on the local level. But this is unique to education. While the secondary school principal and guidance counselor many times only thinks of relating to the university or to the junior college that is going to take this graduate, you may have a much broader spectrum of people to whom you must relate.

We must also recognize a new bottom line in serving the emerging delivery systems. I get a little bit concerned when people say that we need to change CETA legislation so that private vocational-technical schools cannot participate! Can we not take the heat of the marketplace? Was this nation not built on some sense of competition? Has our structure in any locality become so bureaucratic that we cannot in fact compete with other private delivery systems? With our understanding of what makes for a successful program, and how to put that program into place, we would have no fear of competition. Competition will force us to get better!

When Mr. Carter was Governor, he initiated a statewide testing program for grades 4, 8, and 11, and insisted that the State Board of Education publish the results. The legislation was controversial. A school superintendent appeared before the Board and asked them to discontinue the statewide testing program, and/or more specifically, to stop publishing the results. He said, "The fact that you're publishing the results is causing me a lot of trouble. The parents in our community want us to improve, and they're on my back."

A State Board member who served on our Board for 18 years replied, "Mr. Superintendent, I was against it until you said what you said. Now I'm for it."

The community is a form of the marketplace. Vocational education had no marketplace until CETA created a marketplace for us. Just as that superintendent began to re-examine his programs, public reaction will allow us to re-examine vocational education programs. Competition might give us a reason to re-examine. In addition to providing different delivery systems, we've got to activate the grass-roots feedback system.

All of us have said that an advisory committee is essential to a quality program, that we must have ties to business. CETA and the prime sponsors may demand the creation of different delivery systems in vocational education, and motivate us to be more creative at the local level.

Federal vocational legislation has come down, and you plan within some pretty restricted guidelines. To attract a prime sponsor, you must have a great deal of flexibility. And sometimes this flexibility creates anxiety.

Our seventh challenge is to develop our capacity to relate vocational education to economic development. A major problem facing this country is that we don't have enough jobs in some places, and yet there are jobs going begging in other areas. There are several elements to this challenge that I think we must address.

First, we need to incorporate into all of our courses the teaching of the enterpreneurship spirit, both on an intellectual and an experimental basis. I mean much more than the kind of Chamber of Commerce speech on God, love, and apple pie lovers of our capitalistic system. I mean an understanding of how it works from experience. I mean a hands-on experience. I mean teachers who can use the type of inquiry techniques which will raise questions in the mind of a second grade youngster. Could the child take the knowledge and skills that you have presented and go into business for himself and provide a service or produce a product that folks are willing to purchase? In the area of the nation in which I grew up, the worst thing that could happen to my dad, besides being on welfare, was to have to work for another man. You have to know something about the farmers of the South to understand. In my lifetime, to go from that perception to an indoctrination where we teach youth that you must work for somebody else is a major area of conflict. One of the problems that we have today is the lack of people taking risks, getting capital, and creating new business.

Research should be done to explore whether or not vocational graduates are more likely to go into business for themselves after five or ten years than non-vocational graduates. I'd like to have that data--it sure would help us.

There are a million-and-a-half small businesses in this country that have an annual income of less than a half-a-million dollars. Not all of those folks are Harvard graduates. Some of them are vocational school graduates. We don't talk enough about developing this potential of entrepreneurship!

We also need to see what we can do about some of the legislation regarding economic development that is emerging. I'm convinced that if you have a quality vocational-technical program in a community, you can trace industrial growth in that community over the last ten to fifteen years to the contribution of that institution. Yes, our challenge is to look for ways in which we can raise the economic and social level of the community.

In summary, I shared with you seven challenges. We can make substantial contributions toward resolving some of the problems facing this nation. I challenge you, the emerging leaders in vocational education, to build on the strength of our past and current leaders, to revive a sense of professionalism that has a futuristic thrust and is committed to the elements that make successful programs. You must remain flexible in putting these elements together, draw upon all types of expertise in developing programs needed by citizens in your community. You have the potential to contribute to the social and economic development of your community and state not only as producers, but as citizens.

Here I'd like to digress just a moment and say that I was disappointed recently in preparing the column for the December issue of the AVA Journal to discover that only 15 percent of our youth in secondary schools are officially participating in our student organizations. It ought to be part of a contract with any teacher you hire, that vocational student organizations are going to be part of their instructional program. Student organizations are the best vehicle for developing in students the roots for services, and we ought to have 85 percent participation instead of 15 percent.

You will not shape tomorrow by pointing to our achievements in the past. Tomorrow's vocational program will grow out of today's dream.

Thank you.

REACTION PANEL SUMMARY

Participants: Mr. Reginald Petty, Executive Director, National Advisory Council for Vocational Education

Dr. Robert Taylor, Associate Dean and Director of the National Center for Research and Leadership

Dr. Mel Barlow, Professor Emeritus, UCLA

Dr. Lois Hughes, Vocational Home Economics, University of Wisconsin

Distinguished leaders in vocational education comprised a panel to react to the challenges presented by Dr. Bottoms in his keynote address, "Present and Future Challenges in Leadership in Vocational Education." Each member of the panel first addressed a specific issue raised by Dr. Bottoms. Following a short break, small group sessions were held to identify other key concerns for the future of vocational education. Each panel member offered reactions and contributions to the major issues resulting from the group sessions: Professionalism and Leadership, Future Directions, and Evaluations.

Professionalism and Leadership

The panel emphasized the need for strong leadership to improve the professionalism of vocational education. The importance of developing a "renaissance in professionalism" in vocational education was felt by all members. There is a present shortage of leaders in the field to implement the needed renaissance. Vocational education must look beyond EPDA as its source of potential leaders. It was suggested that we look beyond the domestic scene and examine the international scene for potential leaders. Further, current teachers in vocational education must be encouraged to strengthen their professionalism by active membership in AVA. Potential leaders must possess a

commitment to vocational education and have a natural desire to make national contributions. Leadership must exist at all levels of education to effectively articulate the role of vocational education for meeting individual needs. Future leaders of vocational education will need skills in long-range planning -- the ability to look beyond current programs and delivery systems. Decision-making skills are highly needed to integrate vocational education with other disciplines and examine alternatives for meeting individual needs. Above all, a desire to succeed is vital for future leaders of vocational education to insure professionalism.

Future Directions

The panelists emphasized that the profession should become more futuristic in its approach. There should be more research in order to develop an adequate data base in support of the establishment of priorities, goals, legislation and programs for the future.

Vocational educators have been isolationists. There is a great need to increase articulation with other disciplines and to assume a stance of advocacy for vocational education, rather than reacting to attacks and criticisms from outside the field. The integration of vocational education with the total concept of human resource development should have a high priority.

EPDA's future role was characterized as being significant, but necessarily limited. The number of participants is small compared to the total number of professionals in vocational education.

Evaluation

All panel members recognized a need for expanded evaluation procedures and a documented data base for vocational education. Vocational education requires more assessment of where it is and where it is going to justify vocational programs. A cooperative effort should be made to collect data which will provide evidence of successes and from which future decisions can be made. In addition, it was suggested that validated procedures are necessary to provide information regarding analysis of student needs. Decisions must be made by the profession concerning what it can do and do well rather than being all things to all people.

The panel generally concurred that vocational education as a profession should develop a coordinated and articulated procedure for research and development on the philosophy of the profession. Program development should be in response to empirically obtained evidence rather than to vocational education legislation. The application of empirical information should not be coterminous with the funding component of vocational education legislation.

Editor's Note: The tape recordings of the panel discussion were inaudible and written recorder forms were not used for backup. Therefore, a summation was developed from notes taken by UCLA Fellows in attendance.

Robert Taggart, Administrator
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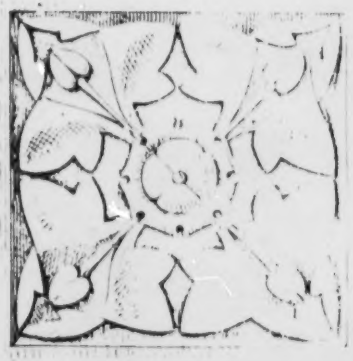

The Youth Employment Training Act

YOUTH EMPLOYMENT ACT

Robert Taggart

I think we are entering another period of rapid growth in career development, employment and training for youth. So far in the 1970's a lot of ideas have floated to the surface, and there has been extensive debate on a number of education and employment training policies. But except for public service and employment, there has been no major commitment of resources.

Whatever you have to say about program efficiency and effectiveness, it all ends up with the need for more dollars. I think that we are ready to commit more dollars and have, in fact, already moved. As we act to spend those resources, we'll be able to implement and test new ideas also.

But to understand where we'll be going over the next several years, it is first necessary to look back from where we've come.

The 1960's was really the decade of youth. The products of the "baby-boom" matured during those years -- moving through school and into the labor market. And it was a very propitious time because the labor market was so tight, unemployment rates were so low, women were not yet entering the labor force in increasing numbers, and at the same time we had the war going on in Vietnam which -- whatever its negative features -- was pulling large numbers of people away from the civilian labor force. During that period there was a general consensus in society that things could and should be done to solve remaining domestic problems. That is, the inequities were so broad that when we moved forward it was clear that we should and could do something, and it was not overly burdensome on society.

I think at the same time there was a fundamental belief that the problems of youth could and should be solved -- the idea that you could nip problems in the bud. The conventional wisdom was that human resource development could work.

During the 1960's we therefore initiated a very broad range of social programs for youth. The Job Corps was the centerpiece of the War on Poverty and it exhibited most of the elements of our human resources development policies of the time. It was the Cadillac of programs and in current dollar terms the annual cost of the Job Corps was roughly seventeen thousand dollars. Its aim was to take the most disadvantaged youth and give them comprehensive services to remove them from debilitating home environments and to totally change their future lives. In addition to the Job Corps, the MDTA program was started in the 1960's and was quickly transformed from a program for the technologically displaced to a program that would take large numbers of youth and give them comprehensive services including education and vocational training.

A variety of employability development programs were launched under the War on Poverty. For instance, the Concentrated Employment Program tried to give kids counseling, placement, and arrange for services which would improve their employment and earnings. In addition, we had large scale work experience programs in the 1960's. We had expanded placement efforts for youth and we had employment services such as Youth Opportunity Centers. We, of course, also had the ESEA and expanded vocational education for the disadvantaged.

The employment training programs in the 1960's were large. In 1969 there was a greater number of non-summer employment training programs for youth than there was in 1974. At the same time, those programs spent more dollars per youth. They were intensive programs, compared to the programs that we now have. Calculations show that the average policy or program which served youth in 1967 was two-fifths more expensive in real terms than the same programs serving youth in 1974.

But the experience of these programs was disappointing to some persons. The Job Corps, we found, benefited only a minority of the participants -- there was a very high dropout rate -- almost half of the kids dropped out before ninety days were up. It was very difficult to deal with the hard core. You couldn't take most individuals and change their lives around. President Johnson promised at the outset of this program that $1,000 invested today would return $40,000 over the lifetime of the youth. Experience proved this to be false. The benefit-cost analyses that were done of Job Corps indicated that the program probably had a positive payoff - that the benefits

of increased employment earnings did outweigh costs, but they didn't outweigh them anywhere near the 40 to 1 ratio. The benefits were barely greater than the costs.

Under MDTA, we found that there were high dropout rates for teenagers and very low training and training-related placement rates. For 16- to 19-year olds, 50 percent dropped out before completion, and only 50 percent of the completers were placed in training related jobs. At the same time, however, most of the studies of MDTA institutional or MDTA-OJT indicated that for all participants, there were ample increases in employment earnings, and that benefit-cost calculations suggested that the benefits far outweighed the costs. For persons 22 and under, those benefits were greater. The Concentrated Employment Program seemed to be as effective as long as the groups that were doing the employability development had access to jobs. They had leverage when there were jobs available, but by the late 1960's, when unemployment began to rise, performance deteriorated.

In the Work Experience Program, we found indications of a positive impact on the future of employability, a very mild positive impact. But what happened was that as we went through the 1960's and tried to stretch dollars to provide more for kids, we employed the youth for fewer hours, for fewer months, or fewer weeks, with less and less supervision and less and less materials. In many cases, the Work Experience programs became disguised as income transfer programs where kids would get checks for not working, without training or supervision. Frequently this program instilled negative work attitudes rather than positive work attitudes. Nevertheless, on the average, these programs still did seem to pay off in terms of their immediate benefits and their mild long-range impacts.

Toward the end of the decade, we began to get a rather negative attitude toward all these programs. I think what really happened was that our social null hypothesis changed. In 1969 President Johnson and the entire country seemed to say, "Let's move ahead unless it can be demonstrated clearly that these programs <u>don't</u> work. It's worth trying at any rate." In the early 1970's the null hypothesis was different: "Let's not move ahead, unless we can prove beyond a shadow of a doubt that the programs do work."

In addition to the shift in the null hypothesis, there was a change in the faith that human resources development could work. It is inherently difficult to prove human resources developments pay off.

Society and its policy makers began to shift away from human resources development toward work experience. In the slack labor market there was a decreasing priority placing and serving youth. Those at the end of the labor queue moved further and further from the hiring door as unemployment increased. In the manpower program which tried to serve youth, there were very low placement rates, so that program operators and planners shifted to adults. At the same time, equity demanded increasing shares for adults, because they were displaced in increasing numbers as a result of recession.

So, during the 1970's we really haven't done much in an increasing way to serve youth. The non-summer jobs declining in absolute numbers -- the summer jobs produced by the work experience programs expanded somewhat, but absorbed a declining share of the new labor force. In addition, human resource development efforts all across the board declined. We began to spend less and less on each youth.

With the recession, with the rapidly increasing labor force participation rates among youth, and with this comparative lack of attention to expanding employment and training efforts for youth, these problems grew worse, and we have now reached crisis proportions again.

But it seems, though, as we've gone through the 1970's, that we are again approaching a shift -- a gradual shift -- in social values. We're moving back toward a positive null hypothesis -- that we should again attempt to move forward if we have indications that these things probably will work. We've reexamined much of the evidence. For instance, the Job Corps was praised in the 60's, condemned in the early 1970's, so when we go back and reexamine the evidences, we find that the unit costs for the Job Corps in real terms have declined by half, while the placement rates have increased. What was a barely positive benefit-cost ratio, according to previous evaluation, now appears to be a very positive program -- that is, Job Corps appears to pay off as a social investment. So, through reexamining these things, changing our null hypothesis, and recognizing the severity of youth problems, we have come to a consensus to move forward.

The Carter Administration is moving forward, and it's moving forward very emphatically. It's rather surprising to me how little notice has been given to the commitment which is made. We have more than a billion extra dollars to spend in fiscal 1978. A billion dollars, to me, is a lot of

money -- more incrementing than has been committed ever before -- and yet there is very limited public awareness. Congress has passed a very, very important piece of legislation in the Youth Employment and Demonstration Project Act which was signed by the President on August 5, 1977. In addition to that, as part of the economic stimulus effort, the President agreed to double the size of the Job Corps from 22,000 to 44,000 slots to serve the most economically disadvantaged youth.

So we were going to be spending about 1.2 billion dollars in fiscal '78 which we did not have a year before. The President requested -- about four weeks ago -- a supplemental appropriation of $500 billion more, also to be spent within fiscal '78.

The Youth Employment and Demonstration Project itself is an incredibly ambitious piece of legislation -- it is the most ambitious piece of legislation we've had since the Great Society and the War on Poverty. It initiates four distinct categorical programs. To go through these very briefly, we have a Young Adult Conservation Corps which harkens back to the CCC concept of employing youth to do environmental work. YACC is run jointly by Agriculture and Interior and Labor. It is not an economically targeted program and it is for a broad mix of all unemployed people aged 16 to 23.

The second program is Youth Incentive Entitlement Pilot Projects. This is a program which seeks to guarantee jobs to unemployed disadvantaged 16-19-year-old youth who are in school or promise to return to school. This guarantee of employment would be incredibly costly if it were done nationwide. My estimate is that it would cost somewhere between 10 and 15 billion dollars. What we have is a $115 million test in a very few localities. The purpose of this test is to find out whether, indeed, kids will stay in school or return to school if jobs are guaranteed, whether or not jobs can be guaranteed for them, and if they do return to school or stay in school, whether jobs will improve future employment and earnings. This is a demonstration program, and we're running it as such.

The Youth Community Conservation and Improvement Project is like Title VI, a public employment or light public works program. The idea is to work through neighborhood and community-based groups to help communities, employing youth under careful supervision.

Finally, there is the Youth Employment and Training Programs. These provide $537 million to CETA Prime Sponsors. YETP funds a variety of programs.

We also have over $100 million of discretionary funds out of the total billion to try to experiment with the new individual approaches to dealing with youth.

The Youth Employment Demonstration Project Act has a number of very ambitious goals. First off, it is one of the economic stimulus effects. It wants to maximize the number of jobs which will be created. Next, it wants to create more meaningful work; it doesn't want the jobs to be like Congress perceived the work experience slots of the 1960's. That is, it wants supervised work, structured work that leads to future careers. In addition to that, the Act seeks major institutional changes: first, it wants the schools and CETA systems to be drawn closer together; secondly, it wants the bulk of organized labor to be dealt into the decision-making. If we're providing all these new jobs at the local level, we have to consider the impacts on labor. In addition to that, there is an attempt to bring community organizations into the picture in a broader way. These are changes which are mandated in the legislation and we're required to follow through on them. In addition, the Act is a demonstration. Congress declared that it did not know the appropriate strategies to move ahead in dealing with the problems of youth. It wanted to try out a number of different strategies experimentally before setting permanent policies.

The problem is that many of these goals are conflicting or mutually exclusive to some extent. That is, to maximize immediate job creation, the favored approach is the fewest hours of employment for the largest number of youth with the least supervision and the least amount of money spent on materials. To get the maximum in career development, you would want to have more supervision, more training, more structure, and higher average-unit costs per job created. Institutional change takes a long time to accomplish; you don't do that overnight. The more quickly you move forward to get the economic stimulus effects, the less impacts there will be on institutional change. By the same token, to do experiments, to do demonstrations takes careful planning, careful implementation.

I think that this Youth Employment Demonstration Project Act, which has many characteristics of the War on Poverty, has many of the promises but also many of the dangers of the 1960's programs. First, it really is too much money to be spent quickly. I think we can all agree that a more methodical, consistent approach would be better. I would prefer to see $250 million increase each year for 5 or 10 years rather than a billion dollars all at once. You could absorb that into more productive measures.

Secondly, when you move on a scale such as this, you can very quickly deflate expectations. We learned from the Great Society, the experience which I just went over briefly, that the programs did not fail; that all the evidence indicated that they succeeded. But because the expectations were so high, higher than the performance, many felt that they failed. And then in the 1970's we did not commit the needed resources to the programs.

We have another problem in that in the 1960's we had a crisis atmosphere. That is, when the cities were burning we would do anything to get money into the cities -- to get adequate action going. This same crisis atmosphere seems to prevail to some extent today. We suddenly rediscovered that non-white youth employment rates in the central cities were near 40 percent. They've been that way for 4 or 5 years, but it suddenly generated a crisis because we had a combination of a recognized problem when action was being started. And it has put a lot of pressure on us to move much more quickly than might be best if we are to seek to accomplish knowledge development aims, experimentation, and institutional change.

In addition to that, I think that the legislation itself may be overly ambitious. There hasn't been a prioritization by Congress on which goals are most important, where the trade-offs are to be. That is, there are a number of things that are demanded in this legislation. We obviously can't accomplish them all; and the questions are, "What direction should we go?" and "How should we resolve these priorities?"

In addition, we've got the problem of trying to combine social changes with dramatic expansion of activities. It's easier to do one or do the other, but it's very hard to do both at the same time. We're changing many of the rules of the game while we're moving forward very rapidly. In addition, there's the problem of the volatility. Suddenly we come forth with a billion dollar commitment, but the authorization for the programs is only one year.

We don't know what can happen next year. We don't know what that commitment is going to be next year.

Finally, we have a problem that we experienced in the 1960's which was lack of patience -- how quickly we expect these changes to take effect. We are to report to Congress by March 15, 1978, on the effects of entitlement on dropout rates, employment, and on the long-term employability of youth. Well, the projects don't start until January 15, 1978, so it's going to be very difficult to meet this requirement. And if we're not willing to wait for the results to germinate, then we're going to have a difficult time moving forward.

We have additional problems that we didn't fact during the 1960's. Society has grown much more complex. The Jobs Corps started in OEO and moved over to the Labor Department. I have a lot of people in my Job Corps office who worked in War on Poverty. They frequently reminisce about the "good old days." In the good old days you could do anything. You went out there and laid your bucks out wihout much accountability. There was no cross-checking, few solicitors opinions or rules and regulations to check action. It was the ideal time to implement programs rapidly. But things have changed.

This new Act also puts the Department right in the middle of something that we don't really understand. We don't know very much about vocational education; we don't know very much about how to move forward in education; or how to grant academic credit. I've already learned very quickly that you can get your fingers burned. We have to arbitrate some things and we don't have the knowledge to do so, neither do we really have the resources.

Under the YETP Program, 22 percent of the money must be spent on in-school youth under agreements between CETA Prime Sponsors and local education agencies. Twenty-two percent of $537 million is not going to buy you much institutional change. The expectation that you would do so, is really one of those inflated expectations which you immediately have to discount.

Another problem that we have is that in the 1960's we didn't have a delivery system. Now we do have a delivery system. That's good in ways, and bad in other ways. First off, the CETA system -- you may have different opinions of it -- is an incredibly overloaded delivery system. It has become the work horse for social initiatives in the Carter Administration. What we've done in ETA is triple the programs in three years, with no increase

in federal staff, almost no increase in regional staff, and the CETA Prime Sponsors have barely managed to keep up. So you're asked, essentially, for a three-fold increase in productivity in the system, and that's not something we frequently experience. In addition, any system gets used to doing things in a certain way. When you want to try to do them in a different way, forging in a different direction, it's a very bulky system to move.

The question is: How do we avoid the mistakes of the Great Society when we have these additional problems that we have to overcome? How do you go forward, expeditiously, balancing multiple goals?

What we have tried to do is move forward on the operational programs, the YACC, YETP, and YICCP, and YIEPP. We tried to implement these as quickly as possible to get the money out to CETA Prime Sponsors to get things in place so that decisions could be made. The discretionary pieces, which are more complex, we've held back on. We haven't implemented the Entitlement program; we have to make our selection of prime sponsors by December, and have the program started in January, and then phase up over 18 months instead of just having them over 9 months. The other demonstration pieces which will be starting will also probably be mostly 18-month programs. We'll try to give it enough time so they can get started a little more carefully.

In terms of inflated expectations, we've really taken a posture from the start, that this program is not going to make a massive difference, if you were to measure rates of unemployment or in institutional changes. In terms of unemployment, we're only going to create 250,000 slots with a million dollars. That will be 250,000 more employment training options than were there before, but it doesn't mean that unemployment will fall by 250,000, because the unemployment statistics for youth are very misleading. There are many, many youth out there who are not counted as unemployed who will enter the labor force to take these jobs, especially among the disadvantaged. So we suspect that even if we created 250,000 jobs, and all the people who took them were unemployed, that would reduce non-white 16- to 19-year-old unemployment rates by at most one-fifth. We suspect that unemployment rates go down only very slightly because of new entries into the labor force. So when we judge program impacts in the future, we should not be stricken if unemployment declines only modestly. We've also tried to point out that institutional change of a major nature is not likely to occur within one

year. This will take several years of persistent effort to do the types of things Congress is looking for under YEPDA.

In terms of the crisis atmosphere, we've all been at the drawing boards over the last several months, trying to respond to the perceived non-white youth unemployment crisis. What we've tried to do on this is not over-react, but to move forward in a consistent effective posture. We have targeted the resources under YEPDA from the outset. That's always been the Department of Labor's goal, to get meaningful resources to those most in need. So that in responding to this current crisis, we're not trying to say, "Okay, let's pump all of the money into the central cities," because there are disadvantaged persons in a broad number of localities. You have to solve non-white problems, but you have problems with meeting the needs of Spanish-speaking, and meeting the needs of many other groups. We try not to overreact, but surely to focus the resources as much as we possibly can on youth with severe problems.

In terms of the social change posture, we have taken the view that we are not a cutting edge for institutional change. What we're trying to do is contribute to collaboration at the local level. We don't want confrontations; we want a collaborative process. What we try to require in the regulations is for the groups who are involved to sit down together and talk things through. It's the same idea we have with collective bargaining. There has to be good faith bargaining over a number of issues. We have tried only to be prescriptive about what the subjects of interaction should be -- the subjects of the dialogue.

In terms of the volatility of our commitment, again we have no control over how much money will be appropriated in our programs next year, or how we will go forward. It is our hope that we move up to a $1.5 billion spending level by the end of fiscal '78, and that we'll maintain these programs through fiscal '79, and that in fiscal '80 we will review the effectiveness of the program and then make the major policy decisions concerning the future.

We are counseling patience on all fronts, admitting that our results won't be in indicating how effective these programs are for at least two years. We're trying to satisfy some of the prime sponsor's needs immediately by a number of studies. We will respond to Congress by the end of March 1978, but it will have to take a longer run commitment before we get the answers Congress needs.

In terms of overcoming those problems that we now have that are new in the 1970's to meet the complex interests which prevail in our society, we tried as much as possible to write down what we're doing to explain what we're doing, so that everyone can understand and get involved. We want nobody dealt out of the action because they dont' know where we're going or why. On August 5, when the bill was signed, we published a Planning Charter for the Youth Employment Demonstration Project Act, which is something which has never been done for a federal program before. It said, "Here's where we are going, here's what the trade-offs are, as we see them, and here's the major policy decisions that we're going to make." We distributed this Charter as broadly as possible.

We've written knowledge development plans, monitoring evaluation plans, technical assistance plans, and published these. They're all available, and we've tried to distribute these as broadly as possible. This indicates how we'll distribute our discretionary resources, what we'll do in collaborating with other agencies, and what we'll do in evaluating the program and in terms of technical assistance. We tried to reach agreements with HEW, HUD, CSA, Action, and a number of other federal agencies, in each case trying to build a cooperative relationship so that we will move forward in the same direction together for the benefit of youth.

We've also tried to encourage this same coordination locally. We've tried to insure that vocational educators are on advisory councils locally and that CETA prime sponsors cooperate with local education agencies in the LEA-CETA agreements.

We've also tried to distribute our discretionary resources as widely as possible. Our first goal is to learn from the use of resources. But we've also recognized that there are a number of groups that have to be involved. We've tried to slice up that $100 million and involve everyone in knowledge development effects. But the fact still remains that the Department of Labor is in the midst of something that it really doesn't understand, it is moving forward because Congress has charged us with exploring the turf.

In terms of working with the system that's in place, we've tried to simplify the regulations as far as possible, to do something which is administratable at the local level. Now we've had a great deal of difficulty with this piece of legislation because Congress wants to achieve so many things,

and we've tried to work that out as best possible, and if you ask the CETA Prime Sponsors, they probably would say we haven't done a very good job. If you ask Congress, some may say we have not gone far enough in some areas. We hope that in most cases we have come out with reasonable compromises.

In using discretionary resources, we have involved non-profit corporations, other agencies, anything we can do to leverage the resources that we have. The outcome of all these activities is really uncertain, and it depends on a number of factors. First, it depends on how steady you maintain the direction of public policy. It's critically important that we do have a consistent policy, that we do move forward. If we're going up to the $1.5 billion level by the end of the year, we'd damn well better maintain that, because if we reverse directions, it's going to undercut the process. I think we have to be very patient. Congress is very anxious that these things occur. We're going to have hearings within a month on vocational education, dealing with cooperating with the Department of Labor. They are very concerned about the amendments that they just passed -- I think it was last year, that led to cross-fertilization of CETA and vocational education advisory councils. Well, it's very questionable whether we can judge that effect yet, whether there shouldn't be two or three years more to see what happens. The real question is how patient they will be in waiting for these results.

Another uncertainty is how much the CETA system can absorb. Our initial indications, as we've gotten the plans back, are not as innovative or new and different as we had hoped, but still quite an admirable accomplishment. The problem in the CETA system is they're so busy expanding public service employment, they don't really have the resources to do a great number of innovative things and carry out their other mission. What will happen really depends on how consistently they move over the coming year and whether or not they improve on their initial decisions.

There is a lot of question whether all the new approaches will materialize. We have several score of demonstration projects being funded with that $100 million. And it's questionable whether we'll be able to get these off the mark or not. Each one of them takes clearances with solicitors, it takes new arrangements administratively at the local level. It's very difficult to put all the pieces together. We don't know what the outcome will be.

I think it's also important to recognize that there are incredible demands on the policy makers. That is, there are expectations of doing so many things, meeting the interests of so many groups, that it's really a question of whether the groups are willing to sit back and take a total view of the situation. We have received complaints already that we've moving too quickly. On the other hand, we have complaints that we're moving too slow. There's a hue and cry in the CETA system that there's too much money being spent on demonstration and research, and in the research community that there's not enough freedom for pure research. Some community based organizations are indignant that they have not gotten a big enough slice of the pie, while the CETA system has had trouble with the special consideration for these groups. So what there is, is a number of demands, and it really depends on whether those groups that are making the demands recognize that it's better for the youth of our nation if they step back and look at the overall balance and whether a reasonable balance is being achieved, rather than viewing the same narrowly.

As strained as we are at the moment, it's very difficult to take a positive view of what's occurring. I find it boggling, myself, that we are expanding PSE as rapidly as we are, and yet we don't have enough federal or regional staff to implement the programming that we have. I don't think that we're ever going to satisfy the demands of the thousands interested. This was very clear from the outset, in this new legislation, because so many parties have an interest in it. So far the response has been kind of a "wait-and-see." But we expect that -- we've already had a lot of negative feedback from the groups, that as the resources start getting divided, there's a lot of unrequited expectations.

And I think that we have problems within the government itself, and that there are so many clearances, so many procedures, so much red tape, that it's difficult to combine economic stimulus with innovative program design, knowledge development and institutional change.

On the other hand, if you step back a little, and look, you can see a very positive perspective. First off, we will have many more youth hired and trained. We'll have the resources to do the things that we haven't been able to do in the past. I think every decision-maker has said, "If I only

had a few more bucks, I would really like to pull my ideas out from under the blotter and get them started." Well, here's a chance to do that.

I think that we have to keep looking ahead to the future, looking ahead to what we're doing for youth. The goals that we have are ones that we all agree on. We all want individualized, comprehensive services for youth. We all want the work more closely related to education, and education to be supportive of work. We all want to keep kids in school if they can be served well in school, not to have them drop out. On the other hand, if they need attention outside the school, then we want alternative education approaches. We all want the youth of our nation to have the information that they're going to need to make a career decision when they enter the labor market.

I think all these are goals that we can agree upon, and that we should not lose sight of these broader aims which are basic to this new legislation and our new initiatives. In turf battles, or in trying to protect our own rice bowls, I think it is better to move forward, better to spend money -- whatever the problems are -- than to stagnate. I think that this new legislation creates an incredible number of opportunities and that we should all pull together because the end goal is to serve the youth, and we have the chance to do it.

Henry Brickell, Director
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Criteria for Evaluating Graduate Programs

WHAT TO LOOK FOR IN A GOOD GRADUATE SCHOOL

Henry M. Brickell

Thank you, Mildred, for those kind words.

Well, the argument is over. No longer do you have to debate the subject. I've got my latest HEW Research Hotline Report. It came in today. The title is "Heredity vs. Environment: What's the Real Answer?" We've been waiting for this...this one cost about $5½ million, I believe. And here is the answer to heredity vs. environment; we no longer need to debate it. My bulletin says: The finding is, after 5 million dollars and 8 years of investigation, "Heredity is more important before you're born, and environment thereafter!"

You heard it at the EPDA Seminar, that's why we bring you here...to keep you in touch with the latest.

Darryl Anderson said to me at lunch, "It's not as much fun being an administrator as it used to be, with all the various pressures." Darryl may be the man who responded to a questionnaire I heard about not too long ago from a government agency. The questionnaire asked for a list of staff members broken down by sex. The guy that got the questionnaire picked it up and said, "I can't answer that. We don't have any staff members broken down by sex. Alcohol is our problem."

I was talking to your deans the other day about what a graduate school should be like. Gordon Swanson thought you might want to hear it. This is a very high standard for graduate programs. But you can measure your own with this yardstick, if you want. I have about 16 minutes -- so listen rapidly.

A graduate school is a professor studying something he doesn't understand, with a little help from other professors studying things they don't understand, and a lot of help from bright young future professors, and leaders and investigators like you, studying things that you don't understand either. The graduate student is an apprentice. Graduate work is a "shadow" program.

What the profe[illegible]rs aren't learning, they can't teach. The nation relies absolutely on the present and future leaders, investigators, and professors to figure things out and explain them to others.

That's what a graduate school is. Is that what yours is like? Other graduate schools offer interesting analogies -- medicine, physics, agriculture -- that you might use in vocational education.

In medicine -- one common piece of "equipment" is the teaching hospital located within the city. The reason for this is that there is lots of pathology in the city -- all kinds of sick things to study and cure. By analogy, you would be surrounded on your campus with a lot of sickness - local vocational graduates who can't read labor market data, state vocational directors who can't plan, vocational advisory councils which don't evaluate and don't have the guts to advise. You would have these: large numbers of them, to deal with - people and administrative units. And you would study them and figure out that's wrong, and start curing. The school of medicine has an internship. If you did that, you'd spend a year as a professor or assistant state director or assistant executive secretary to an advisory council - under the supervision, of course, of a director, a professor, or an executive secretary.

Or take physics -- with equipment like an accelerator, where the college owns the equipment. By analogy, the size of your dissertation survey sample would not be limited by the number of 13¢ stamps you could afford. The college would provide all of the necessary investigating equipment and materials. In physics, you don't have to buy an accelerator; you don't even have to rent one.

In agriculture, experiment stations are a fairly standard part of graduate level work in making tomorrow's agriculture. Their students don't rent farms to run their studies; they don't have to persuade farmers to take part; they don't have to worry about a low response rate. They own all of it, and get someone on their farm to run their experiments. Do you have that?

In my analogy, of course, your professors would be <u>making</u> "tomorrow's vocational education," not just teaching today's.

Let's consider the mission of the graduate program. Your university probably has these words on its great seal: "Research, Teaching and Service" -- especially if it's a Land Grant institution.

"Leadership" is easy to say but hard to do. I'm looking at one state education department currently. It has "regulation, leadership, and service" on its great seal. It reports over 60 percent of its effort goes to leadership, a few percent to regulation, and the rest to service. When I reanalyze their activities, I make it 14 percent leadership, maximum -- not 60 percent.

Leadership: A leader anticipates future trends and events -- according to my definition -- alerts school personnel to current problems and opportunities; stimulates them to act; and defends them against unfair outside attack. Your professors are anticipating future trends and events. They are alerting school personnel to current problems and opportunities. They are stimulating school personnel to act. They are defending schools against unfair outside attack. Or they're not leaders. How about your graduate school?

Research. Teaching. Service. If research is making new knowledge and if development is making new tenets of professional practice and making new materials -- how many points out of a hundred would you give your graduate school for research and development? How many points out of a hundred for service to local school districts, to manpower programs, to state departments, to the U.S.O.E., to the Department of Labor? How about the guy who doesn't understand vocational education? Are you a professor teaching him? How many points for teaching, out of a hundred points?

What's the right spread? Well, maybe 30 percent research; 30 percent service; 40 percent teaching.

How about the facilities on your campus? Not for instruction. Facilities for inquiry. Farms? Industries? Offices? Homes? Hospitals? You have, of course, experimental classrooms for future farmers and secretaries and auto mechanics and paramedics. And you use those experimental classrooms to design better vocational instruction, don't you? You develop and test materials and procedures in those experimental classrooms for vocational teachers, don't you? -- You don't?

That's an inquiry facility. If you don't have that, your institution may be better equipped to give instruction than it is to make new knowledge through inquiry.

Of course you are linked to the practice institutions -- your clients include vocational schools. It's those schools that are supposed to benefit from the work of your graduate institution, from your services. You

understand that? The elementary schools, high schools, community colleges, undergraduate institutions, graduate schools, state departments, and other government agencies -- all of those who provide or administer vocational training -- depend on your graduate school to teach them how to do it.

What are your structural, systematic linkages to a representative cross section of them. Not only for service, but for research and for development and for internships. -- All right!!!

Who pays for it? Who pays for those links? Does the graduate school pay for them? Or do the client institutions? Do the companies pay for linkage to your graduate institution? Do they buy you as interns? Do government agencies, do state departments, do community colleges purchase services from your graduate institution, including your time as interns, because you're worth it? Because your training program is so good every dollar they spend to get connected to your institution is well-spent.

How are you connected to the frontiers of new demands in vocational education? I don't mean have you heard of them. I mean how are you connected to them as graduate students -- through your programs. How are you linked to the Title IX process and what that implies for vocational education? How are you connected to civil rights commissions around your state? How about different agencies concerned with the handicapped? How much are you being taught about and how much are you working with the groups that invented PL 94-142? Is your institution connected with the people who thought up and who are carrying out the Youth Employment Demonstration Projects Act?

There are other institutions you are connected with, I hope: prisons, hospitals, the military -- all of which conduct, or should conduct, vocational training programs.

What kind of linkage devices do you use? Internships? We talked about that. Do you take trips? Do visitors come to see you? Do you have legislators on campus? Do you have program administrators on campus giving their views about vocational education and what we have to do in the future? Or do you just read books and hear lectures?

I asked your deans about program coherence. I asked if they were operating a course cafeteria or balanced meals made up of courses which constitute strong majors and strong minors. I asked them whether the courses were even sequenced. Did it matter what order you took them in? In fact, I said, "Deans,

and Department Chairmen, if we took a random set of courses -- ten sets clustered at random -- and then we looked at the ten sets of your current EPDA Fellows, could we tell the difference? Is it anything other than random choice -- what they take and when they take it?

A set of courses taken in random order cannot constitute either a substantial major or a strong minor. Some intellectual theme or set of related skills has to be the glue to hold them together.

"Who clusters yours," I asked. Do you do it? Or do you let the students decide what to take and when to take it? Do they know enough?

Apart from program coherence, I asked your deans about program quality. Who teaches specialized research methods courses, anyway? Does every department do it for its own students? Or do the best research methodologists teach it to all students?

I asked the professors, the deans, the leaders, about the incentives for your achievement as students. You see, you're supposed to imitate them. You're supposed to learn how to inquire, and invent, and lead, and serve. So I asked them if they were putting your names onto their articles. Or if when they made a speech, they stopped in the middle and let you finish the second half. Practicing doing what they're doing. I asked them whether you went to faculty meetings. Are you apprentices, or not? Is it a shadow program, or not? I asked about program evaluation mechanisms. Outside advisory committees are great, visiting committees and consultants are fine, campus committees are fine for evaluating your kind of program.

I asked your leaders about evidence of systematic data on program impact, on graduates' success, graduates' complaints, graduates' suggestions, employers' complaints and suggestions. What did the employers of the EPDA graduates of two years ago say about the product? And how has your graduate program been changed as a result?

And what did last year's EPDA graduates say when you followed them up? And what did you change because of what they said so that today's 240 EPDA Fellows are getting the benefits?

Where did you get your faculty, anyway? I asked the deans that. (You must have often wondered yourselves.) I suggested maybe 20 percent should have come from universities better than the ones they're now teaching in. You understand that? You ought to get 20 percent of your faculty from better

places. Forty percent should come from institutions at least as good as the ones they teach in. And no more than 40 percent from universities not as good as the ones they teach in.

I asked about the age of the faculty -- the distribution of its ages. Is your institution breeding replacements -- not necessarily for your own graduate school, but so you can send those outstanding assistant professors out to make better graduate programs elsewhere? How about the spread in rank? Again are you breeding replacements, not necessarily for your own staff, but for others. I asked how many faculty members you have for every five doctoral candidates. I said it should be one.

A professor might spend half his time in research, teaching, service, administration, and half of it in doctoral supervision with five doctoral students. How many days a week could you get if you were a doctoral student and he had five of you? One-half. If he spent half his time in supervising doctoral work, each of you would have 10 percent of his time, a half-day a week. That's a solid 3½ hours.

My staff tells me that a half-day a week of my time is not enough to supervise their work. Now we don't give degrees, but my staff does write what you might call dissertations, and we sell them for prices up to $100,000. My staff tells me they can't get better with a half a day a week of my attention. You couldn't get better, as a doctoral student, with a half day of your major professor's attention. If his faculty load is any heavier than that, you're getting short changed as a graduate student.

I asked the deans how many professors were currently engaged in joint research with professors outside the School of Education. Linkages inside the School of Education don't count.

How many of those professors in your departments, I said, have underway the equivalent of two dissertation studies? Wouldn't you think a man who got a Ph.D. some years ago would be now running TWO studies as big as you doctoral candidates are trying to run one of? Reasonable. He ought to have two dissertation-quality investigations underway. All the professors in the graduate school should be doing this all the time. No exceptions.

How about research assistants in proportion to teaching assistants? I asked the deans about that. A School of Education might reasonably have but

five research assistantships for every single teaching assistantship: if it's investigating, if it's engaged in inquiry, if it's invention new vocational education.

How about the organizational arrangements to support the inquiry? Have you a bureau of research? A research and development center? A center for vocational/technical education? A coordinator to promote faculty research? What is the incentive for the faculty to do research? Do you reduce their teaching loads?

Do you give faculty training? I don't mean training students; I mean training professors. What are your arrangements for doing that? Seed grants to get them started on small studies that can lead to bigger studies? Travel money to keep in touch? Is that what your professors are getting? When you hang around with them as graduate students, is that what they're experiencing? Is that what you are experiencing?

And then I asked about -- I asked the deans about how good you are. Duane Neilsen of USOE asked me to read some of your publications a year ago. It was a mixed bag. Some outstanding, some not. So I said to the deans, "What are the EPDA Fellows' undergraduate GPA's? How about their GRE's? Are they excellent, or just so-so? Are the Fellows from the top 25 percent in the schools of education that they graduated from? Are the Fellows from the top 33 percent in the entire graduate school that they came from, in case they've been to graduate school? Can they actually take regular courses in other departments at the university, or do those courses have to be diluted as "service" courses, watered down for the "education crowd" that signs up for them?

I asked where you came from: If you were from undergraduate programs not as good, or as good, or better, than the one on the campus you're now attending. And I said 70 percent of you should have come from places that were as good or better. And I asked the same thing about the kind of graduate programs that you had had.

I talked to the deans about recruitment. I said, 'Think of the student who wouldn't be there if you hadn't gone out to get her." Now think of another -- now another -- and another. Can you get up to the 25 percent? Up to 25 percent of the Fellows who wouldn't have come if you hadn't gone

to get them. And if you compare and contrast the recruits with the volunteers, are the recruits better? If not, why recruit?

I asked how old you were. I thought half of you ought to be under 30. (As I look you over today -- you might make it.) For those of you in the room who are over 30, I have a question: "How many of you made your first significant career achievement by age 30?" The research on this is relatively clear; outstanding leaders generally do something distinctive by age 30. So that was one reason to ask the deans your age.

There are other reasons. We want half of these EPDA Fellows, I told the deans, who are not stuck on a career track when they come in. We want Fellows who are not paid so much in the place they came from that they can't go somewhere else. We want them to have some years left to start a new career. We want them to have energy and drive; some people have that at age 70 but most don't.

I asked where you Fellows went when you graduated from the program. Do you Fellows go out to universities, 70 percent of which were worse than the one you got your EPDA Fellowship in, 20 percent as good, and 10 percent better? "Are you graduating leaders?" was my question.

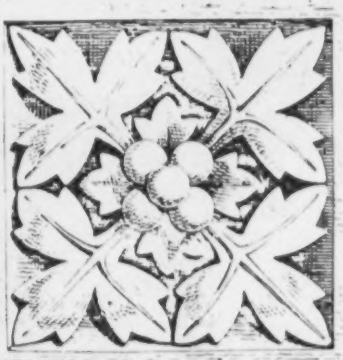
I asked them if they were running a roundhouse. My question was about program <u>impact</u>. "What are you doing to the Fellows," I said, pointing figuratively to all 240 of you here today. How many career lines are you <u>breaking</u>, deans? How many Fellows come in on one track and go out on another? Not back to the same old job, or an equivalent. How many career lines are you bending up, I asked the deans, the same career line but given a sharp upward tilt thanks to EPDA? I told them to count the broken career lines and to count the straight career lines and compare them. And I told them that the <u>broken</u> lines are the proportion of your program that deserves to be called "graduate education." I told them that all the <u>straight</u> lines -- those of you who came in on one track, spent a year, and went out on the same track -- represented "inservice training." Don't call that graduate instruction, I told the deans.

Do you think that's too tough a standard? How many lawyers do you <u>think</u> came to law school as lawyers? How many physicists were physicists <u>before</u> their Ph.D.'s? Dentists or engineers <u>before</u> their graduate training, I said.

EPDA Fellows have to go out very different from the way they came in -- or it isn't graduate education. Are you making new people, I asked the deans, or just doing inservice training?

Let me summarize. I asked your deans questions like these: "How many vocational schools have you repaired lately? How many sick state departments have you fixed? And were your EPDA Fellows at the operating table when you took them apart, diagnosed them, and put them back together again?" That's what a medical school graduate program is like. Your graduate school should be the same. If yours doesn't look like that -- go home and complain.

Individual Seminars



TOPIC: ERADICATION OF SEX BIAS AND STEREOTYPING IN VOCATIONAL EDUCATION PROGRAMS

Resource Person: Lucy Wright
Moderator: Joyce Bates
Recorders: Louise Tanney, Russ Hurlbert
Evaluator: Linda Curry

Major Issues Presented

1. Vocational education instructional materials are seriously stereotyped.

2. Guidance programs must be carefully planned to deal with sex bias.

3. Vocational programs need a data base to validate what is occurring in programs with regard to sex bias in programs.

4. New approaches need to be tried -- e.g., "University of Michigan's sex stereotyping games."

5. Vocational educators must become knowledgeable regarding the laws and how to meet these requirements.

6. Statistics presented regarding status of women in the labor force indicate little or no progress toward equal opportunity and pay.

Group Discussion and Reactions

1. Misunderstandings are prevalent in meeting the letter of the law and the spirit of the law by vocational educators.

2. The law provides for equal opportunity for all in vocational classes, not 50% male and 50% female class enrollment.

3. Efforts need to be made to insure that individuals are trained to qualify for nontraditional employment.

4. The challenge is to develop compassion and understanding of sex stereotyping problems.

5. Expanded resources need to be made available for vocational educators to adequately deal with the issues.

6. Educators must not fall into the trap of waiting for resources to be developed externally but get started developing in-house materials.

TOPIC: LEGISLATIVE IMPACT ON GUIDANCE AND COUNSELING

Resource Person: Norman Gysbers, President of American Personnel and Guidance Association
Moderators: Richard Feller, Betty Smith
Evaluators: Jeff Heier, Bill Widen
Recorders: Panela Plantz, Jerry Tucherer

Major Issues Presented

1. The role of counseling and guidance personnel has been more clearly defined in new vocational legislation.

2. Guidance and counseling personnel, administrators and faculty need to develop understanding of this new role.

3. Strategies need to be developed to assist counseling and guidance personnel in conducting the variety of activities for which they will be responsible.

4. Counseling educational programs should be improved to meet these new responsibilities.

5. Counseling and guidance activities are being affected by numerous legislative acts.

Group Discussion and Reactions

1. Guidance and counseling activities have previously been viewed as ancillary services, provided primarily prior to training -- such as assessment and diagnostic testing.

2. Present legislation establishes counseling activities as a program which is an integral part of the training process.

3. In-service training needs to be developed to assist counseling and guidance personnel in adapting to their new role.

   a. They must recognize that they can no longer work primarily in one-to-one situations.
   b. Their responsibilities will include group activity, classroom and curriculum interfacing, and community involvement.
   c. Administrators and faculty must become aware and supportive of these new roles.

4. Strategies for facilitating the counselors role should include the utilization of existing delivery systems. The key to success is getting various strategies working together.

5. Counselor education programs must provide training in administrative and management skills and provide extensive in-service to meet new pressures and challenges.

6. Legislation to which counselors must respond include the Vocational Education Act of the Handicapped, Career Education, Vocational Rehabilitation and ESEA.

TOPIC: SOCIOLOGICAL INFLUENCES ON VOCATIONAL EDUCATION

Resource Person: Donald Maley, Professor, University of Maryland
Moderators: Jim Edwards, Gerald Vanim
Evaluators: Craig Clauses, Melinda Ross Harrington
Recorders: Marjorie Day, Jan Harris

Major Issues Presented

1. We have many, many models of cars to choose from but only one model of education from which to select.

2. A great deal of legislation that has been enacted recently is sociological in nature.

3. Legislators know that vocational education is a hot issue at the present time and they can get votes by supporting it. Therefore, vocational education acts are often used as vehicles for social issues.

4. The composition of State Advisory Councils has recently been changed so that they are representative of all segments of society. This is also true of many councils on the local level.

5. The recent vocational education act is only one law that has been tied into sociological issues, but there are many others.

6. CETA is a social impact kind of legislation.

Group Discussion and Reactions

1. It remains to be seen whether we in vocational education are going to be able to accomplish the ends for which we will be held accountable for by the new vocational education legislation. There is a great deal of concern in this area.

2. There is often not enough preparation for educators of appropriate materials for changes expected or mandated by legislation.

3. We in vocational education have to start sharing out successes and spreading information about effective programs more via the AVA Journal and other publications if we are to increase the rate of our growth and effectiveness.

TOPIC: EMERGING EVALUATION SYSTEMS

Resource Person: Ralph Bregman
Moderators: Darrell Anderson, Ruth Martin
Recorders: Marcia Baker, Vicki Brown
Evaluators: Roberta Stearns, William Kline

Major Issues Presented

1. Evaluation is both process and product oriented.
2. Evaluation is intertwined with program planning.
3. Vocational educators traditionally have not been evaluators.
4. Vocational educators need to improve their evaluation models.
5. Evaluation requires involvement of relevant groups.
6. Evaluation makes the theoretical basis explicit.
7. A good evaluation system relies on a total information system.

Group Discussion and Reactions

1. Why should we push accountability if theorists such as Taggart do not envision social change for the millions of dollars spent.

2. Vocational education needs to develop local evaluation initiative and expertise.

3. Wouldn't it be great if criteria for a vocational evaluation system was developed on the national level.

4. State plans dictate that programs must be evaluated with at least outlined minimum standards.

5. Decisions will need to be made within each state as to the use of federal funds at the local level for the purpose of evaluation.

6. A significant problem exists when programs in the same system are evaluated under different evaluation models.

TOPIC: VOCATIONAL EDUCATION DELIVERY SYSTEMS OF THE FUTURE

Resource Person: Dr. Nevin R. Frantz, Jr.
Moderators: Maureen Jensen, James McQuire
Recorders: Charles Stringer, Jr., Len Ebrite
Evaluator: Tom Steiger

Major Issues Presented

1. Working models of computer based instruction have been developed and tested.

2. Presently there is a concern for curriculum management of which computer based systems can be the answer.

3. Computer based systems will meet the needs of individual students.

4. With the emphasis on competency based curriculum, computer systems can provide the necessary data base for this model's success.

5. There are available many new and small inexpensive computers that can be utilized without astronomical expense.

Group Discussion and Reactions

1. The use of the computer is a delivery system to assist the instructor not as a replacement.

2. This system would increase access by the instructor and student to a wide proliferation of materials not available with conventional means.

3. The time lag between collection of information and dissemination for classroom use would be greatly reduced by this model.

4. If VTECS had their material in a computer, these individual computer based systems could be programmed into VTECS as a resource.

5. Computer based instruction research data indicated increased student achievement for all ability levels.

6. Concern was expressed that prescription necessary for personalized instruction is a two-way interaction perhaps not accomplishable by a computer model.

TOPIC: COOPERATIVE EDUCATION: THE EMERGING BRIDGE BETWEEN EDUCATION & WORK

Resource Person: Janice Firestein, National Commission for Cooperative Education
Moderators: Andrew Quinn, Alice Sharkey
Evaluator: Andrew Quinn
Recorders: Jerelen Aio, Andrew Quinn

Major Issues Presented

1. Cooperative education is a strategy of education which combines in a structured way, on campus study with off-campus career-related work in jobs of an educational value.

2. Some advantages of cooperative education at the post-secondary level for students are:

   a. The educational experience is related to career choice;
   b. It serves as an exploratory program for those that have not made a career choice; and
   c. It serves as an economic resource for students.

3. Some advantages of cooperative education for the employer are:

   a. It provides the employer with a potential work force; and
   b. Reduces recruitment, retention and training cost.

4. Advantages of cooperative education for the institution is that students bring to the classroom current relevant information, which influences curriculum.

5. There is no standardized method for developing cooperative education programs. The most common forms are the alternating method and the parallel method.

6. Legislative authorization for cooperative education programs is included in the VEA and Title VIII of the 1976 Amendment to the Higher Education Act.

7. There are many articulation problems that need to be addressed. How are post-secondary and secondary programs articulated and coordinated with each other?

Group Discussion and Reactions

1. If credit is given for cooperative education programs, who issues the grade - the cooperative education coordinator or the program faculty?

2. If cooperative education credits are granted to meet degree requirements are the credits transferable?

3. There are fourteen institutions with cooperative education staff training programs. Information may be obtained from the National Commission for Cooperative Education.

4. Cooperative education students are hired by participating employers as regular employees. Many cooperative education practitioners feel that to provide employers a tax credit would compromise the credibility of the program.

TOPIC: POLITICAL INFLUENCES ON VOCATIONAL EDUCATION & THE PRACTITIONER'S RESPONSE TO THEM

Resource Person: Chuck Hulet
Moderators: Archie Abrameit and David Gillette
Evaluators: Karen Forbes and Richard Johnson
Recorders: Gregory Boatright and Sheila Webster

Major Issues Presented

1. Vocational education is greatly influenced by politics.
2. Practitioners need to be active in the political process.

Group Discussion and Reactions

1. Funding for vocational education comes from political sources at the state, local, and federal levels.

2. Vocational education must respond to political and legislative demands, i.e. regulations, guidelines, and reporting and auditing requirements.

3. Vocational educators must participate in the political process by establishing themselves as professionals.

4. Professional competencies are developed by organizing, participating in professional organizations, developing lobby groups, personal contact with politicians, discussion of issues, and dissemination of information.

TOPIC: RESEARCH COORDINATING UNITS: THEIR FUNCTIONS AND IMPACT ON PROGRAMS AND LEGISLATION

Resource Person: Ron McCage
Moderators: Robert Ackley, James Bull
Evaluators: Donald Brunnam, Edmund O'Neil
Recorders: Vernise Butler, Rosetta Reed

Major Issues Presented

1. The establishment of research coordinating units.
2. The function of research coordinating units.

Group Discussion and Reactions

1. Research coordinating units are authorized under subpart 3 of the Vocational Education Act, which mandates that 20 percent of the state allocation be used for research, exemplary programs, curriculum development, counseling and guidance, personnel development, and grants to eliminate sex bias.

2. States are not required to establish research coordinating units; however, if they engage in activities of program improvement (research, examplary, curriculum) they must establish a research coordinating unit.

3. Research coordinating units do not have to be housed within state departments and their activities may be contracted internally or externally.

4. Research coordinating unit applicants must develop a comprehensive plan which indicates the utilization of funds, procedures for disseminating findings, and reporting procedures. The applicant must show reasonable probability that activities will have significant impact in a substantial number of classrooms within 5 years of termination of the contract.

5. The research and development function is limited to applied activity directed for use within the schools. Documentative and validation information must be diffused throughout the state.

TOPIC: ARTICULATION IN VOCATIONAL EDUCATION PROGRAMS

Resource Person: Dr. David Bushnell
Moderators: Annette Thomason and Mary Washington
Evaluators: Michael Churek and Sharyn Peal
Recorders: Annot Littlepage and Richard Loss

Major Issues Presented

1. Articulation was defined as inter-relating vocational education into the larger educational community. For example, students flow from one facility to another, from school to work and work to school.

2. There is current research going on to determine who is articulating successfully; where the good models are, and why they are successful.

3. Government guidelines and regulations at the various levels can cause articulation to be limited or nonexistent.

4. Agencies and institutions within the community must communicate to avoid duplication, competition and waste of resources.

5. Problems need to be addressed through community councils working together.

6. The development of a common data base, comprehensive planning, and establishing communication links can clarify program goals and objectives.

Group Discussion and Reactions

1. There is an immediate need to examine the articulation of post-secondary vocational programs.

2. For articulation to be implemented barriers need to be identified.

3. External pressures or government guidelines can limit or cause articulation to be non-existent.

4. Overlap and waste may be avoided by inter-institution articulation.

5. For effective articulation, a common data base needs to be developed at the state level.

6. State plans need to be reflective of statewide input.

TOPIC: PERSONNEL PROJECTION: THE JOB MARKET FOR VOCATIONAL EDUCATION LEADERS

Resource Person: Dr. Darrell L. Parks
Moderator: Theressa Ann Sams
Recorder: Georgina Kay Rogers
Evaluator: Andrew H. Ferguson

Major Issues Presented

1. Presently there exist very little hard data regarding leadership personnel needs in vocational education.

2. Declining student enrollments and tight budgets in secondary and post-secondary schools are significant problems in making necessary projections.

3. Job market for vocational education leadership personnel at the highest levels may be reaching a saturation point.

4. Specific programs of vocational education services for special populations - disadvantaged, women, minorities, handicapped and CETA - are in need of personnel.

5. Significant to the problem is the fact that, historically, there has been less turnover in vocational programs.

Group Discussion and Reactions

1. New positions in energy related occupations must be created by vocational education or other educators will have to do it for us.

2. Vocational educators who aspire to leadership must have fresh ideas to obtain leadership positions.

3. Potential leaders must know the opportunities that exist and develop strategies to obtain their leadership goals.

4. Vocational leaders of the future must be flexible, mobile, and visible.

5. New positions in leadership will follow "the flow of the dollar."

TOPIC: SPECIAL NEEDS: CONSIDERATION FOR ALL STUDENTS

Resource Persons: Dick Macer, Ohio Department of Education
Moderators: John Ingersoll, Wayne Vanderpool
Evaluators: Peggy O'Malley, Jeanette Singleton
Recorders: Debra Joshu, Catherine Starace

Major Issues Presented

1. There are many unresolved problems in dealing with special needs students.
    a. Eight million students graduated as functional illiterates in 1976.
    b. There are reservations about the CETA program because it is a parallel system rather than an integrative one.
2. Three areas must be addressed in working with special needs students -- the students' manipulative, cognitive and affective skills. The affective skill area is the most important and the most ignored in its importance.
3. Some youngsters who cannot function in a formal educational environment, can function on the streets. Therefore, three factors need to be considered for inclustion in the educational system along with standard changes in the curriculum:
    a. A student must be comfortable in the educational environment;
    b. A student must have a sense of predictability about the surroundings;
    c. A student must have a feeling of belonging.
4. Educators must work with the whole child as an individual.
5. Administration, as well as grass roots levels, must be committed to these ideas and goals.

Group Discussion and Reactions

1. Work assessment and evaluation, as well as evaluation of the students physical and mental capabilities should be done in vocational education.
    a. Too often, we automatically assume what an individual can or cannot do based on his handicapping condition.
    b. It's everyone's job to aid in the education of all special needs persons.

2. Career education could be a vehicle to aid the disadvantaged child explore the world outside of his or her own neighborhood.

   a. The teacher, in addition to the experience the student gains in career education, can help the student look beyond his/her immediate environment toward making long range plans.
   b. The student will then have the influences other than the significant others of his/her environment.

3. Many myths surround education of the handicapped.

   a. Myths should not be used as sources for information concerning the training of the handicapped. Persons with expertise in educating the handicapped should be utilized.
   b. Misinformation and the predetermined conceptions of the educator could prevent the handicapped from being trained in self-satisfying occupations.

TOPIC: SPECIAL NEEDS: AN INNOVATIVE BILINGUAL/BICULTURAL PROGRAM

Resource Person: Ronald Todd, Professor, NYU
Moderators: Warren Hall, Fred Stout
Evaluators: Sharon Smith, Sandra Angelo
Recorders: Paul Lindsey, Mable Turner

Major Issues Presented

1. There are only four projects nationally in vocational bilingual education.

2. The major thrust of bilingual vocational education is curriculum development.

3. Through a cooperative approach at NYU, the limited curriculum materials available in ERIC, were translated into bilingual and bicultural form. The content provided through this by ERIC was not as important as the process used for translation.

4. With the experience a handbook was produced containing ten modules with guidelines for curriculum modification and translation.

5. The ten modules are intended to answer some of the major questions that people would have in their work in translating, adapting and modifying materials. The modules are:

a. Introduction to bilingual vocational curriculum development.
b. Needs assessment.
c. Material acquisition and analysis.
d. Materials modification.
e. Materials translation - cultural linguistics.
f. Media preparation and materials production.
g. Field testing and revision.
h. Materials evaluation.
i. Simulation package for dissemination.
j. Resources and glossary.

6. The hardest problem is the cultural side of translation (e.g. are students use to the type of activities? Are they comfortable with multiple choice questions?).

7. Students from less technical societies may not have a good grasp of conceptual aspects of some vocational education curriculum (e.g. the concept of pressure or compression).

Group Discussion and Reactions

1. The core of the materials in the Handbook are geared to the Hispanic language and culture, with the hope that the process can be later generalized to other languages and other cultures.

2. The text of the Handbook is written in standard language but when necessary, parenthetic explanation is provided in "street language," including a glossary.

3. It is not known what level of competency in English is needed to "get by." But this is an important question that needs to be answered.

TOPIC: COMPETENCY BASED TEACHER EDUCATION

Resource Persons: Katie Goelz, Ed Allen, Anne Smith, Faith Mbonu, John Loomis, Carolyn Norwood, Doris Epler
Recorder: Carolyn Norwood

Major Issues Presented

1. Prevailing traditional/conventional education has been criticized for not having a) uniform competency requirements, b) adequate accountability, c) adequate field experience, d) alternative delivery systems, e) valid teacher evaluation and f) individualization.

2. In contrast, Competency Based Teacher Education is a) individualized, b) field based, c) performance based, d) criterion referenced and e) specific.

3. A CBTE program from Temple University was presented with resource materials and bibliography available.

Group Discussion and Reactions

1. CBTE might present problems with teacher certification standards.

2. The basis upon which the competencies are derived must be closely examined.

3. Are there any real differences in field experiences between the traditional and CBTE models?

4. Educators must remember that CBTE is not a panacea but an alternative delivery system.

TOPIC: EMPLOYMENT PREPARATION FOR THE INCARCERATED

Resource Person: Marilyn Ambrose, Purdue University
Moderator: EPD Fellow
Evaluator: John Breen, UCLA
Recorder: Liz Cress, Tennessee

Major Issues Presented

1. One of ten competency-based modules developed, prepared and field tested by a research project funded by the Office of Education and the American Home Economics Association, was "Securing Employment." This module was used for a dissertation research study on its effectiveness with the incarcerated.

2. The focus of the study was to determine:

   a. Differences in knowledge, skills, self-concept, job application and interview performance for treatment learners who completed the module and control learners who did not.
   b. The relationship of inmate characteristics (sex, age, marital status, length of sentence, type of crime) with respect to learners achievement and use of treatment.

3. The findings of the studies indicated:

   a. Learners given instruction in the module were better prepared to find jobs.
   b. Data indicated improvement in learners was made in all three domains expanded knowledge and skills required to get the job enhanced self-concept, and a positive interview performance and these may be considered good predictors for a person's success in securing employment.
   c. There appeared to be no relationship between prison learner's cognitive achievement, self-concept, and performance level with the learners other characteristics (sex, age, etc.). So the module is appropriate for a variety of prison sites and different learner levels.
   d. Teacher opinion of the module was that it was excellent or good. The highest teacher rating correlated with the most significant learner achievement. Teacher background and training had no relationship to learner achievement.

4. Two major problems perceived during the study were lack of available resources and unexpected turnover of prison learners.

5. A balanced philosophy recognizes that punishment, deterence, incapacitation, and rehabilitation are all valid purposes of incarceration.

   a. Prisoners should have access to a wide variety of programs in education and vocational training to help them change patterns of criminal behavior.

b. offenders must change themselves and can be motivated and given an opportunity to do so by effective vocational programs that are relevant to their needs. One such program is the "Securing Employment" module.

Group Discussion and Reactions

1. There was no control for the Hawthorne effect because of the closeness and security of environment. Still the results of the study are perceived to be valid.

2. The "Securing Employment" module is not training as a vocational skill but one that can be added on to any program that already has some vocational training going and teaches such things as how to sit during an interview and interpersonal relations on the job.

3. There was no difference in the results in respect to the type of institution used in the study (i.e. youth and adult, maximum, medium and minimum security, men and women, etc.).

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